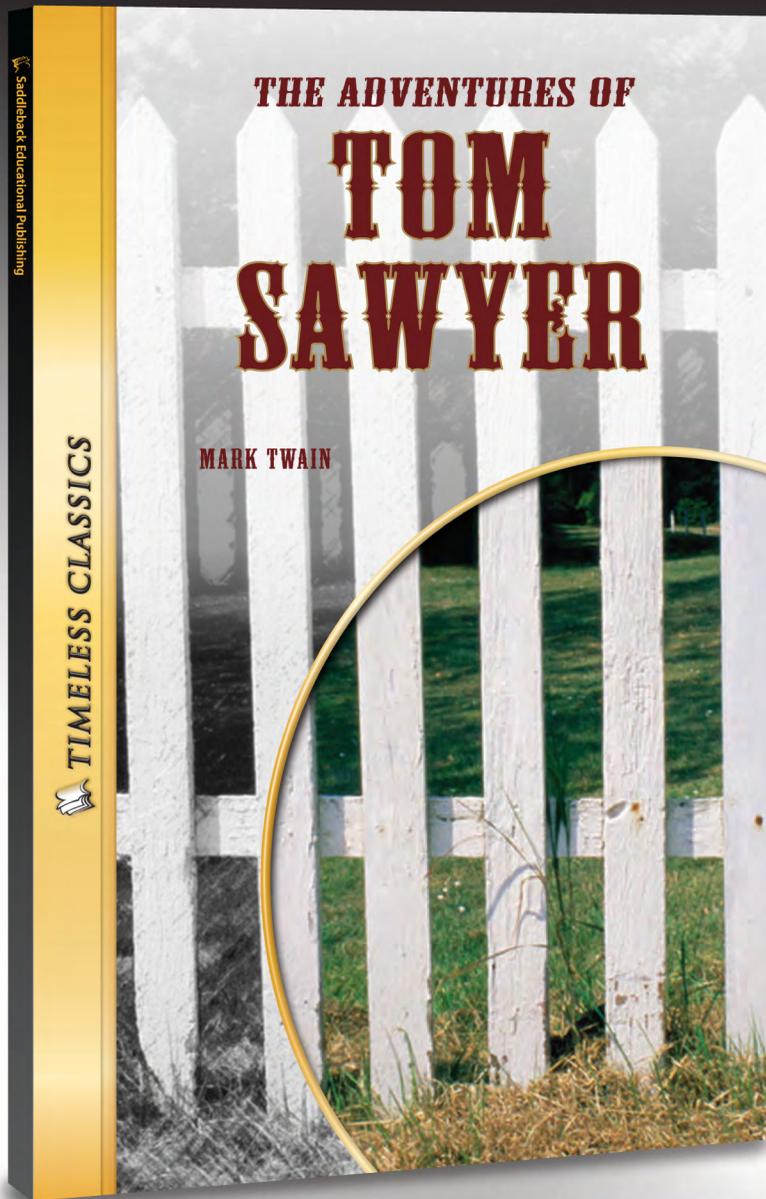


 *TIMELESS CLASSICS*

# STUDY GUIDE



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## TIMELESS CLASSICS

### NOTES TO THE TEACHER

#### THE NOVELS

*Timeless Classics* were expressly designed to help struggling readers gain access to some of the world's greatest literature. While retaining the essence and stylistic “flavor” of the original, each novel has been expertly adapted to a reading level that never exceeds grade 4.0.

An ideal introduction to later investigations of the original works, *Timeless Classics* utilize a number of strategies to ensure the involvement of struggling readers: airy, uncomplicated page design; shortened sentences; easy-reading type style; elimination of archaic words and spellings; shortened total book length; and handsome illustrations.

To further engage struggling readers, some of our *Timeless Classics* titles are available in a new and exciting graphic format, which can bridge literacies and build complex reading skills—a perfect opportunity for differentiation.

#### THE STUDY GUIDES

The *Timeless Classics Study Guides* provide a wealth of reproducible support materials to help students extend the learning experience. Features include critical background notes on both the author and the times, character descriptions, chapter summaries, and eight “universal” exercises that may be used for any *Timeless Classic* or *Saddleback Illustrated Classic*.

In addition to the universal exercises, 26 title-specific activities are included to review, test, or enrich the student's grasp of important vocabulary and concepts. These reproducible worksheets are designed to be used chapter-by-chapter as the student's reading of the novel proceeds. At least two exercises are provided for each book chapter. One of the two always focuses on key vocabulary. The other may be a simple comprehension check or present an important literary concept.

Research shows that the most effective way to improve comprehension is to teach students strategies. The foundation of any comprehension strategy requires knowledge of the skills found in these activities including: main idea, noting details, drawing conclusions, finding the sequence, cause and effect, making inferences, and more. A two-page final exam is also included in every *Timeless Classics Study Guide*.

#### USING THE STUDY GUIDES

Before assigning any of the reproducible exercises, be sure your students each have a personal copy of the *Glossary* and the *Facts About the Author* and *About the Times*. By organizing the reading process in this way, you will be able to set a purpose for reading and activate prior knowledge. The *Facts About the Author* and *About the Times* lend themselves to any number of writing or research projects you may wish to assign. To further preview the novel, you may wish to review the *Facts About the Characters*. Students will also need to be familiar with many of the literary terms in order to complete the worksheets.

The title-specific exercises may be used as a springboard for class discussions and role-playing. Alternatively, you may wish to assign some exercises as homework and others during the closing minutes of a class period.

All exercises in this Guide are designed to accommodate independent study as well as group work. The occasional assignment of study partners or competitive teams often enhances interest and promotes creativity. Oral language activities, such as paraphrasing or summarizing a part of the story, provide an intervention opportunity to strengthen oral language skills and, in turn, strengthen reading skills.

THE ADVENTURES OF TOM SAWYER  
**FACTS ABOUT THE AUTHOR**

**MARK TWAIN**  
**(1835–1910)**

Samuel Langhorne Clemens, better known as Mark Twain, was born in the tiny Missouri town of Florida in 1835. From his youth he was a charming, natural-born storyteller who cared little for form or rules of style. His best work drew on his boyhood experiences along the Mississippi River. Hannibal, Missouri, the town where he grew up, was the setting for two of his most famous novels, *The Adventures of Tom Sawyer* and his masterpiece, *The Adventures of Huckleberry Finn*.

As a young man, Clemens learned the printing trade and worked as a steamboat pilot until the Civil War ended riverboat traffic. He then began to travel across the country, working as a newspaperman, humorist, lecturer, and writer. He received some attention with publication of his short story, “The Celebrated Jumping Frog of Calaveras

County.” But it was his first published book, *The Innocents Abroad*, that gave Mark Twain a place in American literature and enough financial security to get married.

At the age of 28, Clemens took his pen name, Mark Twain, from river slang for “two fathoms deep.” Among his other notable works are the three novels, *A Connecticut Yankee in King Arthur’s Court*, *Life on the Mississippi*, and *The Prince and the Pauper*.

Twain’s greatest gifts were humor, the common touch, and the ability to imitate any style of speech.

Mark Twain died in 1910. Some of his last essays, however, were not found and published until 1962.

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**FACTS ABOUT THE TIMES**

**In 1835, when Mark Twain was born...**

Halley’s Comet appeared . . . Hans Christian Andersen published his first collection of children’s stories . . . Victor Hugo’s *The Hunchback of Notre Dame* was a bestseller . . . Andrew Jackson was president of the United States.

**In 1876, when *The Adventures of Tom Sawyer* was published . . .**

Colorado became a state . . . Jack London was born . . . Alexander Graham Bell invented the telephone . . . the first tennis

tournament was held in the United States . . . Rutherford B. Hayes was elected president of the United States . . . Johns Hopkins University was established in Baltimore, Maryland.

**In 1910, when Mark Twain died . . .**

Halley’s Comet made its first appearance since Twain’s birth 75 years before . . . the tango was becoming a popular dance in the United States . . . Florence Nightingale died . . . Jack Johnson defeated Jim Jeffries for the U.S. heavyweight boxing title.

## THE ADVENTURES OF TOM SAWYER

### FACTS ABOUT THE CHARACTERS

#### **TOM SAWYER**

a young, motherless boy who lives with his Aunt Polly in a small Missouri town on the Mississippi River

#### **AUNT POLLY**

Tom's kindly aunt and guardian; sister of Tom's dead mother

#### **SID**

Tom's younger brother, who is quiet, well-behaved, and a tattletale

#### **BEN ROGERS**

a young friend of Tom's; Tom tricks him into whitewashing a fence

#### **JOE HARPER**

a young friend of Tom's who joins in several adventures

#### **BECKY THATCHER**

the pretty new girl in town; Tom's sweetheart

#### **MARY**

Aunt Polly's daughter and Tom's cousin

#### **JUDGE THATCHER**

respected citizen of the town; Becky's father

#### **HUCKLEBERRY FINN**

a young friend of Tom's; a motherless boy who is neglected by his drunken father

#### **AMY LAWRENCE**

Tom's former girlfriend

#### **MUFF POTTER**

a drunken old man who is wrongly accused of murder

#### **INJUN JOE**

a dangerous criminal who murders Dr. Robinson and steals money

#### **DR. ROBINSON**

grave robber who is murdered for telling on Injun Joe

#### **ALFRED TEMPLE**

smart, well-dressed boy who makes Tom jealous

#### **MR. DOBBINS**

schoolmaster at the village school

#### **WIDOW DOUGLAS**

wealthy woman in town who takes in Huckleberry Finn

## THE ADVENTURES OF TOM SAWYER

### CHAPTER SUMMARIES

#### CHAPTER 1

Tom Sawyer is introduced as an adventurous but mischievous boy being raised, along with his goody-goody younger brother Sid, by his Aunt Polly. His exploits, such as stealing jam and playing hooky, earn him the punishment of whitewashing Aunt Polly's fence. But Tom cleverly pretends this task is great fun and thereby tricks several boys who are passing by into paying him with their "treasures" for the privilege of doing the job for him.

#### CHAPTER 2

After an "important army battle" with some other boys in a muddy alley, Tom sees a pretty, new girl at Judge Thatcher's house. He is gratified when after showing off for her, leaping about and doing handstands, she tosses him a flower. At home, Sid breaks a sugar bowl and Tom gets blamed for it. The next day Tom trades the treasures he has collected for tickets showing that he has learned 2,000 Bible verses. Although Tom has little interest in the prize, a Bible of his own, he longs for the attention and glory. When he accepts his ill-gotten prize, however, he is unable to answer a simple question about the Bible, and is laughed at by all.

#### CHAPTER 3

Tom meets with Huckleberry Finn on the way to school, and the two boys plan a visit to the graveyard at midnight. Tom is punished for being late for school by being made to sit on the girls' side of the classroom, next to

the new girl, Becky Thatcher. He tells her he loves her and asks her to become engaged to him. But when Becky discovers that Tom had previously been engaged to Amy Lawrence, she runs away, heartbroken. Tom comforts himself by planning to "play pirates."

#### CHAPTER 4

At midnight, Tom and Huck visit the graveyard. By chance they see Dr. Robinson, Injun Joe, and Muff Potter robbing a grave. Then they are even more terrified when they see Injun Joe kill Dr. Robinson with Muff Potter's knife. Muff Potter, who is drunk and has also been hit on the head by Dr. Robinson, is easily fooled into thinking that he committed the crime himself. Tom and Huck run off to an old shack and make a blood oath of silence about what they have seen. Both boys are afraid Injun Joe will kill them if they tell.

#### CHAPTER 5

When Becky misses school because of illness, Tom is afraid she might die. After she returns, he shows off his best tricks but she will not even look at him. Along with Huck and Joe Harper, Tom "runs away from home" to play pirates on Jackson's Island. The boys have a grand time until they realize that everyone back in the village thinks they have drowned. One night Tom sneaks into Aunt Polly's house and overhears plans for their funeral. The temptation is too much for him: He goes back to the island, eager to tell the other boys about his best idea yet.

## TIMELESS CLASSICS

### LITERARY GLOSSARY

**action** what happens in a story; the acts or events that take place

The war story was full of battle action.

**author** the writer of a book, story, article, etc.

Ernest Hemingway was an American author.

**author's purpose** the author's specific goal or reason for writing a certain book

In that novel, the author's purpose was to make readers laugh.

**character** a fictional person who plays a part in a story or novel

Long John Silver is an important character in *Treasure Island*.

**classic** excellent artwork, novel, painting, symphony, etc. that remains popular over many years

Norman Mailer's *The Naked and the Dead* has become an American classic

**climax** the outcome of the novel's main conflict

The capture of the criminal was the climax of the detective story.

**conclusion** the resolution of all plot conflicts, bringing the story to a close

That play's conclusion was very satisfying. Every conflict was resolved.

**conflict** The struggle between characters or forces at the center of the story

The conflict was resolved when the suspect confessed.

**description** the parts of a story or novel that tell about the appearance of the setting or characters

His description of the Alps was breathtaking.

**dialogue** words spoken by the characters in a novel, story, or play

The dialogue in that comedy is very witty and amusing.

**effect** in literature, an impression created by the writer

Murder mysteries often create a suspenseful, chilling effect.

**event** a specific occurrence; something that happens

A plane crash is the first event in that adventure novel.

**fiction** a literary work in which the plot and characters are the products of the author's imagination

Mary Shelley's *Frankenstein* is a popular work of fiction.

**figurative language** colorful wording not meant to be taken literally, but to form a colorful, sharp picture in the mind

A "screaming" headline may be set in large type, but it makes no sound at all.

**imagery** figures of speech that help the reader to visualize the characters or setting; pictures in words

In Stephen Crane's imagery, the color of blood suggests courage.

**introduction** a short reading that presents and explains a novel; sometimes the first part of a novel that sets the scene

The introduction to *Frankenstein* is in the form of a letter.

**mood** the overall feeling or atmosphere the author creates in a story or novel

The author's skillful use of language created a dismal, hopeless mood.

**moral** the instructive point of a story or novel; the lesson to be drawn by the reader

The moral of the story is to choose your friends carefully.

NAME \_\_\_\_\_

DATE \_\_\_\_\_

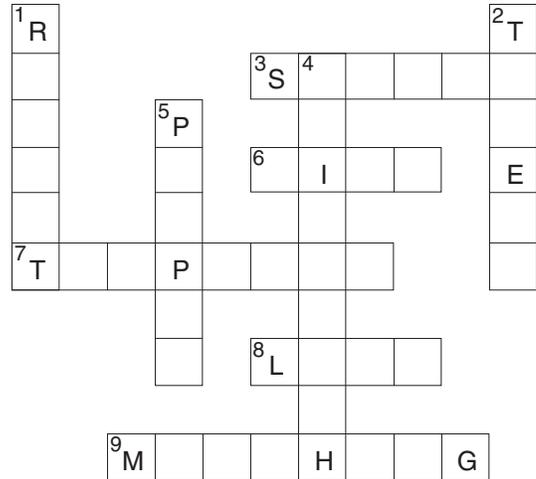
**A.** Use the clues to solve the crossword puzzle.

**ACROSS**

- 3. a thin stick used for whipping
- 6. to beat or thrash
- 7. baby frogs or toads
- 8. to strike quickly or angrily
- 9. chewing in a steady, noisy way

**DOWN**

- 1. to announce or tell about something
- 2. very thin cord used for sewing
- 4. a paint-like liquid made of lime, powdered chalk, and water
- 5. forced water from a well by moving a handle up and down



**B.** Complete the sentences with words from the crossword puzzle.

- 1. Tom said his hair was wet because he had \_\_\_\_\_ water on his head.
- 2. While Ben worked on the fence, Tom sat \_\_\_\_\_ an apple.
- 3. Tom traded chances to paint the fence for things like a dog collar, marbles, and a couple of \_\_\_\_\_.
- 4. Tom was happy to \_\_\_\_\_ to Aunt Polly that the fence had three coats of \_\_\_\_\_.
- 5. Tom threatened to \_\_\_\_\_ Sid for telling on him.
- 6. Aunt Polly didn't have the heart to \_\_\_\_\_ Tom for playing tricks on her.
- 7. Aunt Polly had sewed Tom's collar with white \_\_\_\_\_.
- 8. When Tom disobeyed his aunt, she told him to get the \_\_\_\_\_.

NAME \_\_\_\_\_

DATE \_\_\_\_\_

**A.** Circle two words that describe each character.

1. **Tom Sawyer** listless disobedient abnormal mischievous

2. **Aunt Polly** dutiful savage suspicious coldhearted

3. **Sid** boisterous tattletale prissy magnificent

4. **Ben Rogers** cheerful sinister brilliant gullible

**B.** Use a character's name to complete each sentence. Hint: You may use a name more than once.

1. \_\_\_\_\_ said, "I'll lick you for that!"

2. \_\_\_\_\_ said, "Look, that thread is black!"

3. \_\_\_\_\_ said, "I'll give you my apple if you'll let me."

4. \_\_\_\_\_ said, "They say that old fools is the biggest fools!"

5. \_\_\_\_\_ asked, "What do you call work?"

6. \_\_\_\_\_ asked, "Don't you wish you could go swimming?"

7. \_\_\_\_\_ said, "I'm afraid I've spoiled him."

NAME \_\_\_\_\_

DATE \_\_\_\_\_

**A.** Circle the hidden words. They may go up, down, across, backward, or diagonally. Check off each word as you find it.

- |                     |                     |
|---------------------|---------------------|
| ___ <b>LOVESICK</b> | ___ <b>BRAIDS</b>   |
| ___ <b>MISCHIEF</b> | ___ <b>YELPING</b>  |
| ___ <b>DECADE</b>   | ___ <b>SERMON</b>   |
| ___ <b>WILTED</b>   | ___ <b>AWARD</b>    |
| ___ <b>GLORY</b>    | ___ <b>DOUGHNUT</b> |
| ___ <b>VERSES</b>   | ___ <b>ADMIT</b>    |

|   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|
| O | T | I | M | D | A | N | E | T | O | W |
| T | H | A | R | C | L | O | C | N | K | D |
| R | O | A | F | K | F | U | K | O | R | O |
| F | W | I | V | E | W | C | S | M | I | U |
| A | X | B | R | A | I | D | S | R | D | G |
| O | L | C | K | S | L | H | N | E | I | H |
| H | G | T | E | A | T | W | C | S | A | N |
| Y | L | V | T | O | E | A | N | S | I | U |
| G | O | H | S | P | D | L | I | H | I | T |
| L | R | S | V | E | R | S | E | S | P | M |
| A | Y | S | G | N | I | P | L | E | Y | H |

**B.** Draw a line to match each puzzle word on the left with its *synonym* (word that means the same) on the right.

- |           |                  |
|-----------|------------------|
| 1. braids | a. dead or dying |
| 2. admit  | b. honor         |
| 3. wilted | c. pigtails      |
| 4. glory  | d. confess       |

**C.** Write the word from the hidden words puzzle that matches each clue.

- |  |  |
|--|--|
| 1. how Tom felt about Judge Thatcher's daughter<br>_____ | 5. what the poodle was doing as he ran around the church<br>_____                  |
| 2. lines from the Bible<br>_____                         | 6. a period of 10 years<br>_____   |
| 3. what Tom wanted even more than the prize<br>_____     | 7. what Aunt Polly thought Tom did when she wasn't around<br>_____                 |
| 4. the minister's talk at a church service<br>_____      | 8. condition of the flower Tom held as he lay under the Thatchers' window<br>_____ |